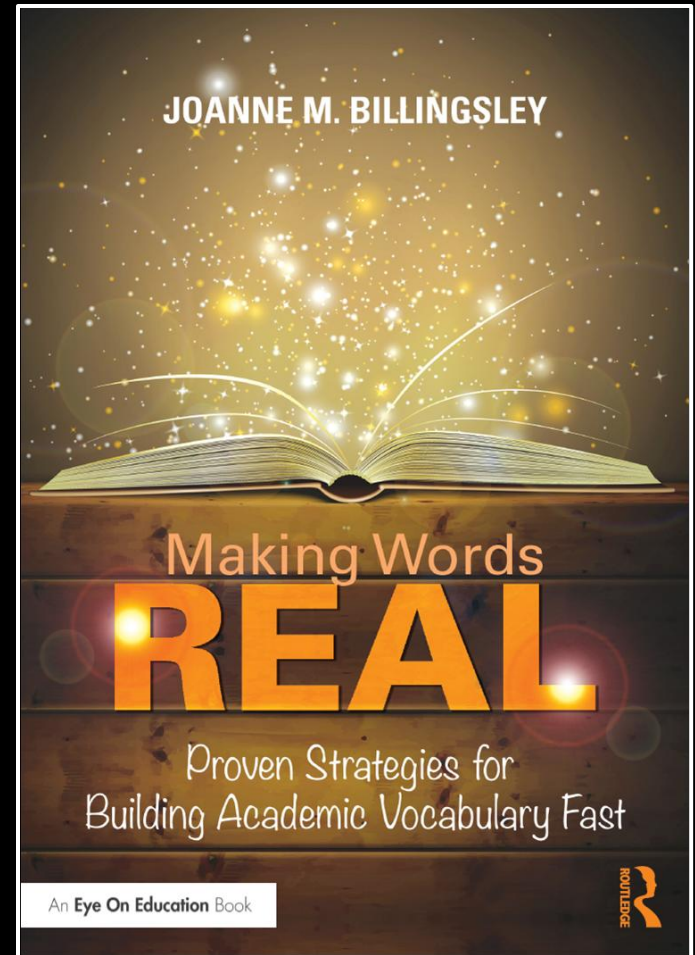


BILLINGSLEY

*education
presents*

Talk the Talk

*What to Do When Students Will Not
or Cannot Talk About Content*



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Author & Presenter

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is a dynamic presenter and award-winning teacher. She is acclaimed for her expertise in creating student-centered, language-rich, interactive classrooms that meet the needs of a wide range of students, including ELLs & special populations.

Joanne is the author of **Making Words REAL—Proven Strategies for Building Academic Vocabulary Fast**, a NEW 2016 release by Routledge—Eye On Education. A gifted and practical presenter, Joanne shares powerful strategies proven to **accelerate the acquisition of academic vocabulary** in ALL content areas.

Her work combines current neuroscience research with best practices in teaching ELLs and diverse learners.



Sample Slides

Join us for the complete presentation!

Talk the Talk

What to Do When Students Will Not or Cannot Talk About Content

Research and experience tells us that students learn content when they talk and share ideas about what they are learning. As students verbalize their thoughts, they internalize meaning. Skilled leaders can generate open conversations, allowing students to learn from each other, as they practice using the language of the discipline. By articulating their thoughts, students make connections to content and to others. This session will model how to effectively use picture pages, word journals, gestures, conversation, and play as springboards to jumpstart conversations, teach content and enhance critical reading. writing speaking skills. When students engage in meaning conversations stress is reduced, attitudes improve, and students are more motivated to participate and learn!

Core Belief

*“Human brains evolved to link to other brains and depend on **connection** and **communication** to stay alive. **Stimulation**, **challenge** and **being needed** by others tell the brain to be alert, learn new things, and grow. Lack of stimulation, repetitive routines, and isolation tell the brain to direct the body’s energy elsewhere.”*

Louis Cozolino

Language allows us to communication & connect with one another.



Keys to Learning Language



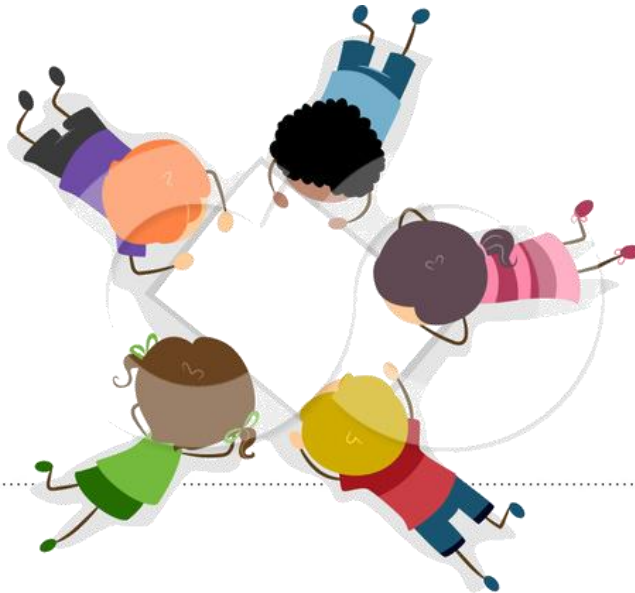
A Desire/Need to Learn



Safe Opportunity to Use

What to Look For...

1. a **small learning communities**, where students support each other
2. a process that guarantees **100% participation**
3. a dramatic increase in student-to-student opportunities for **listening, speaking, reading, and writing**



What to Look For...

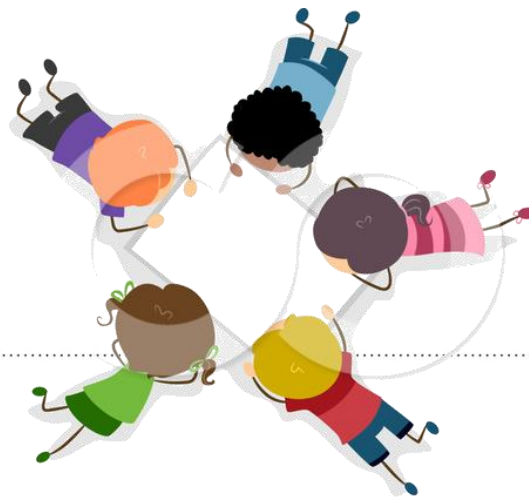
4) **imagery** to support understanding and improve retention

5) opportunities to **discuss prior knowledge/life experiences**



What to Look For...

- 6) support speaking and writing in **complete sentences**
- 7) student actions that require an **academic risk** and listening to different points-of-view
- 8) quick **feedback** and opportunity for **self-correction**
- 9) word games and **extension activities** that ensure practice



Let's Tap, Talk, Write & Read



Picture Pages

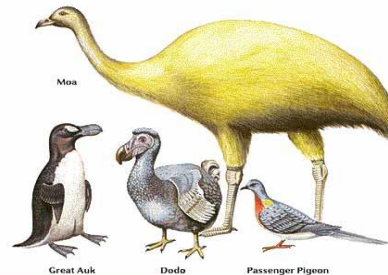
- **Go beyond the text** to incorporate a visual stimulus.
- **Draw connections** between familiar and unfamiliar words and images.

Something To Talk About



Are all Lady Bugs Ladies?

In this picture I see ... It reminds me of ...



1. eyespots
2. mates
3. extinction
4. compete
5. reproduce
6. offspring
7. talons
8. agility
9. predator
10. camouflage
11. patterns
12. mimicry

[illegible]

Why Do Animals Look The Way They Do?

Camouflage allows animals to avoid being seen by **predators** hunting their prey by blending in or matching their environment. **Mimicry** lets them hide in plain sight by looking like something else. For example, **eyespot**s and patterns make it difficult to tell which way animals are facing.

Other adaptations include speed, **agility**, strength, intelligence, sharp teeth, **talons**, claws, silent flight, and excellent eyesight (even in the dark).

Beaks are specially designed for obtaining food. Ears listen for danger or food. Weapons, such as, horns, antlers, fangs, spines, and poisons provide defense. Animal adaptations allow them stay cool or stay warm in extreme weather.

Animals are designed to jump, hang, swing, climb, dig, swim, glide, slither, squirm, skip or fly.

Adaptations help animals find or build a home. Some animals call out to find and attract suitable **mates**.

Males **compete** fiercely for the chance to pass on their genes. Only the most fit survive long enough to reproduce, giving rise to a new generation of **offspring**.

Pretending to be something else; like a bug that looks like a leaf

Being able to jump and move fast

Claw-like feet on birds that hunt

A partner for reproducing

Snake hiding in leaves

Fake eyes to scare away enemies

To fight or challenge someone

Babies or little ones born as a result of reproduction



ISSUED BY: 712th Nonjudicial District Court

DATE: 1-29-2009


CASE NUMBER: PT 04-9881 G-05

In the Matter of the search of
(Premises or property to be searched)

S. Moe Queda house

TO: Any Authorized Officer of the Court

Affidavit(s) having been made before me by
F. L. Ayidheo





- | | | |
|----------------|-----------------------|------------------------|
| 1. detain | 5. petition | 9. bear arms |
| 2. search | 6. eminent domain | 10. grand jury |
| 3. warrant | 7. assemble | 11. self-incrimination |
| 4. due process | 8. capital punishment | 12. press |
| | | 13. seizure |

Did You Know That ...

- we have the right to **come together** and collectively express, promote, pursue, and defend our ideas.

Numbered Heads-Academic Language



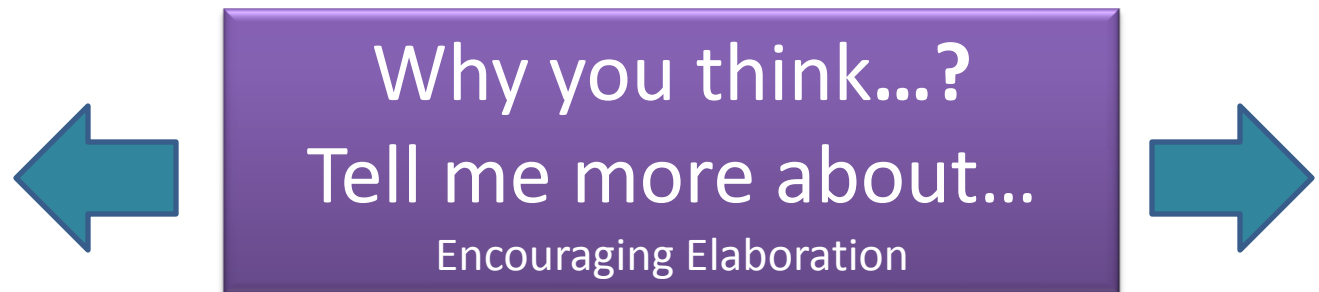
 I Value Your Input...Your Opinions Matter
The expectation is...everyone will participate



One reason teachers are reluctant to call on ELL students is ...

Numbered Heads- Academic Language

1. Pose the **question**
2. Post the **stem**
3. Students **gather/share information** (can include a written response)
4. Teacher models a **response**
5. Randomly **select a number**
6. **Assess**



Stretching a responses...encouraging elaboration

Scaffolded Questions

1. What picture comes to mind when you think about “**animal adaptations**”.

When I think about animal adaptations I picture...

2. What is one example of an animal **adaptation** that would **increase** the **likelihood** of **survival**?

One example of an animal adaptation is... It increases the likelihood of survival by...

3. Do humans have any **unique** adaptations to improve our **survival rate**?

One unique adaptation humans have is...which improves our survive rate by...

You must provide

Comprehensible Input & Build Language Skills

1. Gesturing
2. Oral expression
3. Reading opportunities

You must generate

Language output

1. Structured opportunities for longer & longer stretches of academic talk & writing

Tagging – Words –to-Objects



Vocabulary in a Bag Investigation

Step 1:

Carefully remove and examine the objects in the bag.

Step 2:

List all objects by name on the chart (student handout)

Step 3:

Remove the vocabulary strips from the plastic bag and read each word out loud.

Step 4:

Discuss with your station partners how each object might match a particular vocabulary word.

Step 5:

Complete the chart, explaining the relationship between the objects and the vocabulary words.

Use the sentence stem:

_____ *might represent the word* _____ *because...*

Closing Thoughts



Contact Information:

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